



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2016/2017		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
INTEGRATED COURSE	EXPERIMENTAL DOCIMOLOGY AND PEDAGOGY WITH LABORATORY - INTEGRATED COURSE		
CODE	18227		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	M-PED/04		
HEAD PROFESSOR(S)	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
CREDITS	13		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CAPPUCCIO GIUSEPPA Tuesday 14:30 16:00 Aula TEAMS "Ricevimento studenti e tesisti". Codice di accesso aula virtuale zoipjfb		

PREREQUISITES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate an educational purpose 2. Identify an educational goal 3. Identify teaching methods 4. Calculate from a series of data the following statistical parameters: frequency, mean and standard deviation.
LEARNING OUTCOMES	<p>The module of 4 credits:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Identify notions, concepts, principles of Docimology 2. Use language of Docimology <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"> 1. Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology 2. Correctly describe the phases of the evaluation process 3. Manage complex educational situations within an evaluative framework <p>Making judgements</p> <ol style="list-style-type: none"> 1. Make judgments about the validity of the proposed procedures, justifying and arguing on their own proposals 2. Elaborate - with full independence of judgment - original solutions to the problems of evaluation in education <p>Communication skills</p> <ol style="list-style-type: none"> 1. Argue on problems related to the evaluation in school 2. Use a language appropriate to the field of Docimology <p>Learning skills</p> <ol style="list-style-type: none"> 1. Keep attention focused on valuation issues 2. Build evaluation tools of the initial situation, ongoing and final 3. Build evidence for the evaluation of skills <p>The module of 9 credits:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of Experimental Pedagogy theories, methods and principles 2. Provide further studies in Experimental Pedagogy <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"> 1. Explain research design phases 2. Define and organise evaluation research tools <p>Making judgements</p> <ol style="list-style-type: none"> 1. Gather and interpret relevant quantitative and qualitative data 2. Discuss about research results <p>Communication skills</p> <ol style="list-style-type: none"> 1. Communicate data within educational research 2. Explain educational research results <p>Learning skills</p> <ol style="list-style-type: none"> 1. Design an educational research 2. Analyse the conditions for the extensibility of the results.
ASSESSMENT METHODS	<p>The course is made up of two modules.</p> <p>For the docimology module is planned, in December, a final check.</p> <p>In the module of 4 credits, different assessment tools will be used in order to monitor and evaluate objectives:</p> <ul style="list-style-type: none"> - A semi -structured written exam (short essay) duration: 40 minutes - A written test (assessment tests analysis) duration: 20 minutes <p>The essay consists of three well-defined stimulus questions, clear and interpretable only with open answers that meet constraints such as to make them comparable with predetermined criteria for correction, has the purpose of ascertaining the achievement of the following objectives:</p> <ul style="list-style-type: none"> - Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy) - Reflect on the subject of evaluation in education - Identify the evaluation models in education - Identify categories and evaluation functions - Identify the phases evaluative process - Encourage skills assessment - Evaluating the different types of learning styles - Evaluate the training materials and video lessons within the flipped classroom <p>The written test consists of examples of assessment tests has the purpose of ascertaining the achievement of the following objectives:</p> <ul style="list-style-type: none"> - Recognize the characteristics of the main evaluation tools

	<p>-Recognize and examine the assessment tools of the initial, ongoing, and final situation.</p> <p>In the module of 9 credits, It will be used different assessment tools in order to monitor and evaluate objectives.</p> <p>a.Semi-structured questionnaire to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Examine research scientific methods in education 2. Identify methods to research 3. Investigate quantitative and qualitative methods 4. Define and structure systematic observation in educational research 5. Building the experimental research design 6. Develop and evaluate research results <p>The stimuli of semi-structured questionnaire will be 6. It will allow the student to independently formulate the answer, and will be structured so as to ensure comparability with constraints that define a track for the answer (length parameters, hierarchical order of themes, concepts to be addressed, level of generalization).</p> <p>b.Oral exam to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Define experimental research phases 2. Review and build assessment tools 3. Develop and evaluate research results 4. Analyze a final research report 5. Study the conditions for the extensibility of the results <p>The oral exam will be focus on the discussion of a hypothesis research design. The student will choose the research topic from the following issues: the teaching career development; perspectives for teaching education research: the action-research, the Evidence-Based Research and the Design-Based Research (DBR); the observation and evaluation of habit of the mind; media education and cartoons; media competences and videogames.</p>
TEACHING METHODS	<p>-Frontal teaching</p> <p>-Video lessons</p> <p>-Group activities and workshops</p> <p>-Practice</p>

MODULE EXPERIMENTAL PEDAGOGY

Prof.ssa GIUSEPPA CAPPUCCIO

SUGGESTED BIBLIOGRAPHY

Benvenuto G. (2015). Stili e metodi della ricerca educativa. Roma: Carocci.
Cappuccio G. (2016). La ricerca in educazione tra media education e disposizioni della mente. Brescia: La Scuola.
Zanniello G. (2016). La didattica tra storia e ricerca. Roma: Armando.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.
The final list of the texts will be supplemented with handouts provided by the teacher or available online.

AMBIT	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	165
COURSE ACTIVITY (Hrs)	60

EDUCATIONAL OBJECTIVES OF THE MODULE

For the Experimental Pedagogy course Educational Objectives are:

1. Examine research scientific methods in education
2. Identify methods to research
3. Investigate quantitative and qualitative methods
4. Define and structure systematic observation in educational research
5. Define experimental research phases
6. Building the experimental research design
7. Review and build assessment tools
8. Develop and evaluate research results
9. Analyze a final research report
10. Study the conditions for the extensibility of the results
11. Review educational research carried out

SYLLABUS

Hrs	Frontal teaching
2	1. Scientific research methods in education
2	2. Experimental Education place in the education epistemological framework
4	3. Quantitative & qualitative methods
4	5. Research design planning: from questions to research style
2	6. Experimental designs in educational research
2	7. Techniques and tools for data collection
3	8. Evaluation of results
2	9. Drafting of a research report
3	10. Conditions to the extendibility of results
4	11. Examples of educational research
Hrs	Practice
4	4. Systematic observation in experimental research
6	5. Research design planning: from questions to research style
2	6. Experimental designs in educational research
4	7. Techniques and tools for data collection
3	8. Evaluation of results
3	10. Conditions to the extendibility of results
10	11. Examples of educational research

MODULE DOCIMOLOGY WITH DOCIMOLOGY WORKSHOP

Prof.ssa GIUSEPPA CAPPUCCIO

SUGGESTED BIBLIOGRAPHY

Galliani, L. (a cura di) (2015). L'agire valutativo. Manuale per docenti e formatori (da pag. 7 a pag. 327). Brescia: La Scuola.

Trincherò, R. (2012). Costruire, valutare, certificare competenze. Proposte di attività per la scuola. Milano: Franco Angeli.

Longo, L. (2016). Insegnare con la flipped classroom. Stili di apprendimento e "classe capovolta". Brescia: La Scuola.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.

The final list of the texts will be supplemented with handouts provided by the professor in charge or available on the network.

AMBIT	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	64
COURSE ACTIVITY (Hrs)	36

EDUCATIONAL OBJECTIVES OF THE MODULE

- Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)
- Reflect on the subject of evaluation in education
- Identify the evaluation models in education
- Identify categories and evaluation functions
- Identify the phases of the evaluative process
- Recognize the characteristics of the main evaluation tools
- Recognize and examine the assessment tools of the initial, ongoing, and final situation
- Encourage skills assessment
- Evaluating the different types of learning style
- Evaluate the training materials and video lessons within the flipped classroom

SYLLABUS

Hrs	Frontal teaching
1	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
1	The phases of the evaluative act
2	The tools of the initial, ongoing and final evaluation
5	Authentic assessment (skills assessment) and the certification of skills in the obligation of education
2	The assessment of learning styles to design educational and teaching interventions, drawing on guidelines of the flipped classroom methodology
Hrs	Practice
1	The phases of the evaluative act
2	The evaluation of videos and teaching materials within the flipped classroom
Hrs	Workshops
4	Formulation and explanation of the phases and the evaluation tools to be used in the flipped classroom
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) and tests for the assessment of the skills to be used in the flipped classroom
4	Research report reading, identification and explanation of the stages of research
4	Construction of a research project